DOCUMENT RESUME

ED 413 958 JC 980 011

AUTHOR	Tucker, Rich
TITLE	Living-Learning Community. Fund for the Improvement of Postsecondary Education. Final Report.
INSTITUTION	Yakima Valley Coll., WA.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	1995-08-31
NOTE	57p.
CONTRACT	P116A21582
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Community Colleges; Commuting Students; Computer Assisted Instruction; *Computer Centers; *Educational Environment; *Educational Facilities; Educational Resources; Extracurricular Activities; Learning Activities; Learning Motivation; *Living Learning Centers; Mentors; Residential Colleges; Social Support Groups; Student Experience; Study Facilities; Tutorial Programs; Two Year Colleges
IDENTIFIERS	*Yakima Valley Community College WA

ABSTRACT

Yakima Valley Community College (Washignton) developed "A Living-Learning Community" in the Student Residence Center to create an intellectually stimulating and socially exciting environment for both resident and commuting students. The project strived to enhance the students' collegiate experience by providing them with a learning community in which they receive academic and emotional support. Goals included (1) motivating commuter students to spend more time on campus by providing a residence hall student mentor; (2) creating a residence center with exciting activities that cater to the commuter and residence students; (3) supporting academic studies by offering tutoring and computers at the residence center; and (4) increasing access to educational resources to students not participating in the program. Of the services provided by the Living-Learning Community, the computer lab has proven to be most beneficial to the participants. The addition of this facility has greatly increased the students' access to and understanding of technology. Non-residents are spending increased time in the lab and taking advantage of the community's other resources, and residence hall staff has gained valuable insight regarding student development. Appendices include information for the Fund for Improvement of Postsecondary Education, program schedules, and computer lab information. (YKH)

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ED 413 958

Living-Learning Community

Final Report: Fund for the Improvement of Postsecondary Education

Rich Tucker

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COVER SHEET

Grantee Organization:

Yakima Valley Community College
P.O. Box 1647
Yakima, WA 98907-1647

Grant Number:

P116A2-1582

Project Dates:

Starting Date: September 1, 1992
Ending Date: August 31, 1995
Number of Months: 36

Project Director:

Rich Tucker
Director of Student Life
Yakima Valley Community College
P.O. Box 1647
Yakima, WA 98907-1647
Telephone: (509) 575-2443

FIPSE Program Officer(s): Mr. Charles Storey

Grant Award:

	DATES	AWARD	EXPENSE	BALANCE
Year 1	(9/92-8/93)	47,790.00	18,106.00	29,684.00
Year 2	(9/93-8/94)	48,479.00	35,382.76	13,096.24
Year 3	(9/94-8/85)	46,153.00	37,742.39	8,410.61
	TOTAL	142,422.00	91,231.15	51,190.85

A LIVING-LEARNING COMMUNITY
Yakima Valley Community College
P.O. Box 1647
Yakima, WA 98907
Rich Tucker, Project Director

PROJECT OVERVIEW

Yakima Valley Community College proposes to sponsor "A Living-Learning Community" for twenty resident and twenty commuting students. This project will create an environment which will be intellectually stimulating to students during times they are engaged in program-sponsored activities and at the same time, afford them opportunities that are socially exciting.

PURPOSE

Community college students face several barriers in their quest to obtain higher education. Learning communities provide a structured environment in which students can be intellectually and socially stimulated. The proposed project, a "Living-Learning Community", was established in 1992 to create this environment with its primary goal to enhance the students' collegiate experience by providing them with a learning community in which they receive academic and emotional support. The objectives of the project are:

1. To motivate commuter students to spend more of their personal time in an academic environment by providing a second-year residence hall student mentor;
2. To provide a residence center which will cater to the commuter and reside student by providing exciting academic and social activities;
3. To develop a residence center which will truly support academic studies by providing tutoring and the necessary technical equipment;
4. To increase the access to educational programming and computer accessibility to residents residing in the Student Residence Center but not directly participating in the project by including them in educational opportunities the project made available.

BACKGROUND AND ORIGINS

Yakima Valley Community College was established in 1928 by the state of Washington with the primary goal of providing higher education services to the people of Community College District #16. It began as a junior college and remained so until 1967 when the legislature passed the Washington Community College Act. The approximate number of full and part-time students attending YVCC each quarter is 5,500.

Yakima County has one of the highest rates of alcoholism and the lowest percent of persons with a high school education, 53.2 percent. Regrettably, it also had a 120 percent increase

in teen suicides during 1990. Yakima County is recognized for its large percentage of Native American, Hispanic, and migratory farm populations. In the City of Toppenish alone, over 40 percent of those receiving Department of Social and Health Services (DSHS) assistance in 1991 were Native Americans.

According to the Annual Demographic Information: 1991 Service Directory Area IX report issued by the Washington State Employment Security Department, "In Yakima County, minorities accounted for almost one-third (32 percent) of the total unemployed in 1989." In addition, Yakima County has the largest concentration of Hispanic residents in the state of Washington. **Yakima County has the following characteristics:**

1. **a very high percentage of minority population, especially Hispanics;**
2. **a high unemployment rate among minority groups; and**
3. **an extremely high unemployment rate compared to the State and Nation.**

It is evident from the preceding information that the problems of our district mandate an educational commitment which will affect the social/educational conditions of our students in such a way as to change their participation as citizens in the future. In other words, help our students to orient to being a participatory citizen in an intellectual manner.

PROJECT DESCRIPTION

The Living-Learning project would provide a mentor/mentee relationship between the resident and commuter students. This creation of a Living-Learning Community and development of student partnerships would be fostered by three essential components: educational and social programs, tutorial assistance, and computer training.

To determine the types of activities to be offered, the staff turned to literature (Talking Stick, the newsletter for the Association of College and University Housing, and the Journal of College and University Student Housing) and found that topics of importance to students and college staff include substance abuse, sexual assault, safety, political or social issues, and diversity. This project could produce solutions to student needs which are equally important to two and four-year student residence centers. Additionally, this project could provide vital information on format and processes which could provide rural community colleges a means of supporting their commuter students in achieving their academic goals and in becoming active citizens.

Tutorial assistance was offered to project participants on an as needed basis. Tutors were selected from a pool of residents in the SRC, as well as from the Learning and Resource Center (LARC) on campus. Students could access tutorial assistance through the LARC and have the service paid for through the project.

The component which has proven to be the most beneficial to the participants is the addition of a computer lab to the SRC. The lab has twelve computers and three laser printers. Project

staff have worked to acquire timely programs, and has provided equipment and accessories to create a state of the art resource lab for students. Participants have had opportunities to participate in courses on word processing, spreadsheets, and other computer programs. The addition of this facility has greatly increased the students' access to and understanding of modern technology.

EVALUATION/PROJECT RESULTS

Through the development and implementation of the Living-Learning Community, students can continue to benefit from the positive changes taking place in the Student Residence Center. The facility has become a center that fosters academic growth. Non-residents are spending increased time in the facility utilizing the study lounges and computer lab.

The residence hall staff has created educational program schedules and files of information which can be accessed by future staff to use as a resource from which to coordinate educational programs. The SRC also had the opportunity to build the computer lab and purchase timely research materials and a variety of computer programs which will be available to and will serve students well into the future.

The concept of a Living-Learning Community can be institutionalized by creating such a community in the residence halls - a natural arena for a true "living-learning" environment. In implementing the project, many opportunities to support, encourage, and contribute to the success of many YVCC students has occurred, and will continue to occur in the future.

SUMMARY AND CONCLUSIONS

The residence hall staff has gained valuable insight regarding student development; continuation of a Living-Learning Community in the residence halls will be easier considering the foundation which has been built during the past three years.

The original proposal for a concept of the Living-Learning Community is still valid. After experiencing numerous attempts to connect all components of the project, the residence hall staff found one conclusion appearing often: at this juncture, the staff may not achieve all of it's objectives to the degree the original proposal had expected. The concept of developing mentor/mentee relationships can work, and the populations with whom a program may work are in need of this type of program. The suggestion, if a similar project were to be undertaken, would be to target one aspect of the population at a time instead of trying to incorporate more than the program or project staff could handle. For instance, targeting the needs of a specific population and means by which a Learning Community can be created may be different for each population considered (Hispanic, Native American, older students, residence hall vs. commuter students). Therefore, a similar project could perhaps be more successful if implemented on a more specific and intensive level.

APPENDICES

Appendix A: Information for FIPSE

The project staff at YVCC is particularly grateful for all of the assistance provided by the FIPSE staff and the Department of Education. Because of the personnel difficulties experienced during the first year of the project, the future of the project came into question. The project staff for the second and third years appreciated FIPSE's (and our Project Coordinator, Mr. Charles Storey's) willingness to extend our proposal deadline for fund continuation, and were thankful for being awarded fund continuation.

Mr. Storey and the FIPSE staff were helpful in providing clear communication about the project's status, evaluation results, budget assistance, providing suggestions for improvement, and support for the project's successes.

In considering projects of similar description, one recommendation, as described in the Summary and Conclusions section, is to consider focusing on a specific population, assess the needs of that population, what will be the best direction in which to proceed to create a Living-Learning Community, and provide the student participants with role models or mentors/mentees which are more appropriate matches.

In considering this, a new project could expand and provide a supportive academic atmosphere which would contribute to those students' success and encourage them to be more persistent in college. This could occur because the project would be tailored to directly assess and meet the needs of the particular participant group.

The residence hall setting, as noted before, can be a natural arena in which to create a true Living-Learning Community. Residence hall living provides students the opportunity to experience an academically and personally nurturing environment which is grounded in a desire to help students succeed. This captive audience can easily be afforded opportunities to have shared experiences with whom they live through educational and social activities, academic advising and assistance, and through the development of relationships as the result of day to day contact. It is anticipated the residential life program at YVCC will continue to progress toward the development of a stronger community environment.

Appendix B: Program Schedules

The following are schedules used to describe the social and educational activities offered through the Living-Learning Community. The project staff created program schedules which were the direct result of needs assessments, evaluations, recommendations from student services literature, and requests for specific topics by program participants and residence hall residents.

The program schedules note the date and time of the event, the title of the program, and a brief description of the program. Advertisements and announcements about the programs were completed one week to one month in advance. Program participants and residents of the Student Residence Center were provided the opportunity to participate in these programs. Funding for program components, such as speaker fees, admission tickets, transportation costs, and meals, was providing by the FIPSE Grant.

The project staff made a concerted to effort to acquire guest speakers who were knowledgeable about the presented topics. Many of the programs, especially the International Dinner and Cultural Presentations, which featured YVCC students as presenters, encouraged active participation in the activities. Participants were encouraged to ask and answer questions, discuss opinions and points of view, and develop communication skills with each other.

The number of participants who attended each program varied from five to fifty. The project staff was able to identify a core group of participants for the second year, however, independent circumstances produced variation in numbers. It was difficult to keep commuters involved consistently. Circumstances such as inclement weather, family or home responsibilities, or exams often influenced the decision of a commuter student to not attend a program. Because almost all of the programs were presented in the Student Residence Center, the resident students were more inclined to participate in larger numbers because of this convenience. During the third year of the project, the opportunity to participate in all Living-Learning Community activities was extended to all residence hall students. This allowed the educational opportunities to be accessed by an additional one hundred students. Because of the fluctuation in participation, more emphasis was placed on providing a quality program and focusing on those who did attend to provide them with an educational and beneficial experience.

At the end of each program, program evaluations were also provided for those participants who wanted to evaluate the program or speaker, and provide support or criticism for the activity. A copy of the evaluation form is also present with the program schedules.

"LIVING/LEARNING COMMUNITY" PROGRAM SCHEDULE
FALL 1993

	DATE/TIME	ACTIVITY	Purpose
1.	9/28/93 Tuesday 7:00-9:00pm	Program Orientation	- To explain program goals and objectives
2.	10/2/93 Saturday 10:00am-3:00pm	"Learning Community" Workshop	- Team building exercises
3.	10/5/93 Tuesday 7:00-9:00pm	Computer Lab Orientation	- Orient participants on use of computer facility and determine their knowledge of computers as well as their needs.
4.	10/9/93 Saturday 9:00am-4:00pm	Computer Training	- Provide students word processing lesson to enable them to complete coursework.
5.	10/13/93 Wednesday 11:30am-1:30pm	Political Candidate Luncheon	- Provide a forum for students to become active in the political process.
6.	10/19/93 Tuesday 7:00-9:00pm	Substance Abuse	- Explore the physiological and legal implications of substance abuse.
7.	10/26/93 Tuesday 7:00-9:00pm	Fitness and Wellness	- Identify good nutrition and physical fitness and its effects on overall health.
8.	11/2/93 Tuesday 7:00-9:00pm	Sexual Assault	- Explore the medical and legal aspects of sexual assault.
9.	11/09/93 Tuesday 5:00-8:00pm	Japanese Cultural Dinner	- Japanese dinner and presentation by YVCC International students.
10.	11/16/93 Tuesday 7:00-9:00pm	Personal Safety	- Information and education on personal safety and what citizens can do to increase safety for community.
11.	11/20/93 Saturday 9:00am-4:00pm	Computer Training - Quattro Pro	- Training in Quattro Pro spreadsheet software.
12.	11/23/93 Tuesday 7:00-9:00pm	Civil Rights Awareness	- Increase the awareness of civil rights issues in America

DATE/TIME	ACTIVITY	Purpose
13.11/30/93 Tuesday 11:30-1:30pm	**Celebrate Teaching/Learning Luncheon**	- Luncheon honoring outstanding YVCC teachers.
14.12/2/93 Thursday 3:00-5:00pm	**Project Review**	- Determine program effectiveness and assess changes to be made.

"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
1/11/94 Tues. 6:00PM-8:00PM	Program Orientation and Dinner	Reiterate program goals and objectives, update program schedule, review progress -facilitated by project staff
1/15/94 Sat. 10:00AM-3:00PM	Team Building Workshop	Work towards building a learning community environment through team-building exercises -facilitated by Community Development Specialist
1/18/94 Tues. 6:00PM-8:00PM	African-American Cultural Dinner and Presentation	Increase awareness of students to the African- American culture -facilitated by YVCC Ebony club and Black community leaders
1/25/94 Tues. 7:00PM-9:00PM	Bafa Bafa	Create sensitivity to diverse populations and various cultures through role playing activity. -facilitated by YVCC staff
2/1/94 Tues. 7:00PM-9:00PM	Conflict Management	Address problem areas in relationships at home, school, and work. Offer creative solutions for handling different types of people. -facilitated by
2/8/93 Tues. 7:00PM-9:00PM	AIDS awareness	Educate students on the AIDS epidemic to increase awareness and teach prevention. - facilitated by Carebearers (AIDS education organization)
2/15/94 Tues. 7:00PM-9:00PM	Black History Month Program	To be announced.

"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
2/22/94 Tues. 7:00PM-9:00PM	Mass Communication and free speech	Introduce students to the mass media and citizen's means of communication, editorials, free speech, effective communication, and ethics. -facilitated by newspaper editor, public information director, communications specialist, lawyer
3/1/94 Tues. 6:00PM-8:00PM	Native American Dinner and presentation	Increase awareness and sensitivity to the Native American culture -facilitated by Tlin Ma club and members of the Yakima Nation
3/5/94 Sat. 10:00AM-3:00PM	Understanding the Native American culture	Field trip to the Heritage Cultural Center in Toppenish to tour museum -facilitated by museum staff
3/8/94 Tues. 7:00PM-9:00PM	Understanding Disabilities	Increase awareness and sensitivity to persons with learning and physical disabilities -facilitated by disabilities counselor at CWU and YVCC Affirmative Action Coordinator
3/15/94 Tues. 7:00PM-9:00PM	Social Diversity	To present issues facing the gay and lesbian community in order to promote an understanding of their lifestyle -facilitated by Gay and Lesbian coalition at Central Wash. Univ.
3/22/94	Spring Break	No Program
3/29/94 Tues. 7:00PM-9:00PM	Time Management Training	Increase students' efficiency with time scheduling and prioritizing - facilitated by Paul Borg

"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
4/5/94 Tues. 7:00PM-9:00PM	Sexual Stereotyping "Double Vision"	To increase awareness of perceptions of the sexes and to role-play in order to help dispel the myths. This is a national program facilitated by members of Alpha Gamma Delta Sorority and Lambda Chi Alpha Fraternity -facilitated by WSU Greek system members
4/12/94 Tues. 6:00PM-9:00PM	Poverty in America	To expose students to the economic situation in America by engaging them in a community service project at a shelter or soup kitchen
4/19/94 Tues. 7:00PM-9:00PM	The Job Search	To help prepare students for the interviewing process by teaching resume writing, interviewing techniques and job search skills -facilitated by faculty from the Business Marketing and Management Program
4/26/94 Tues. 7:00PM-9:00PM	Cultural Diversity "Blue Eyes/Brown Eyes"	To expose students to race relations by examining racial stereotypes through an organized activity -facilitated by project staff
5/5/94 Thurs. 5:00PM-9:00PM	Cinco de Mayo Celebration	Increase sensitivity and respect for the Hispanic culture by participating in a Hispanic cultural celebration in Sunnyside, WA. -fieldtrip
5/10/94 Tues. 6:00PM-8:00PM	Hispanic Cultural Dinner and Presentation	Opportunity to enjoy ethnic foods and discussion on Hispanic culture and traditions -facilitated by MECHA club members

"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
5/17/94 Tues. 8:00PM	Classical Music Concert Todd Palmer, Clarinetist	To expose students who may not have the opportunity to enjoy artistic performances offered on campus. We will sponsor students to attend this concert followed by a discussion with the artist
5/24/94 Tues. 7:00PM-9:00PM	Sexism and Equity	Educate students in order to reduce sexism and discrimination in society -facilitated by Women's Program Coordinator, Attorney General, Affirmative Action Officer
5/31/94 Tues. 7:00PM-9:00PM	Project Review and Final Evaluation	Determine how effective learning community program has been in the overall educational experience of the participants -facilitated by project staff

"A LIVING-LEARNING COMMUNITY"
PROGRAM SCHEDULE 1994-95

DATE/TIME	ACTIVITY	PURPOSE
1. 10/18/94 7:00-9:00 PM	Alcohol Awareness	- To explore prevention of alcohol abuse; facilitated by BACCHUS.
2. 10/20/94 7:00-9:00 PM	CPR Training	- Training in the performance of CPR, Heimlich Maneuver; facilitated by school nurse.
3. 11/1/94 7:00-9:00 PM	"Choices"	- Explore topics such as safer sex, sexually transmitted diseases, and relationships.
4. 11/8/94 7:00-10:00 PM	Self-Defense	- Provides students with hands on training regarding personal safety.
5. 11/15/94 7:00-9:00 PM	HIV/AIDS	- Information and education about HIV/AIDS, safer sex.
6. 11/22/94 6:00-9:00 PM	International Cultural Dinner	- Dinner and presentation by YVCC International Students.
7. 2/14/95 7:00-9:00 PM	Fitness and Wellness	- Information about personal workout regimes, healthy eating habits.
8. 2/18/95 10:00-1:00 PM	Yakama Nation Cultural Center and Mural Tour	- Field trip to Heritage Cultural Center in Toppenish, WA; tour of murals depicting the history of the Yakima Valley.
9. 2/21/95 7:00-9:00 PM	Self-Defense II	-Continuation of self-defense program to raise personal safety awareness.
10. 2/23/95 8:00-10:30 PM	"The Odd Couple"	- Field trip to view the Warehouse Theater's performance of this play.
11. 4/3/95 8:00-10:00 PM	Adeila Barnes: "I Am That I Am: Woman Black"	- A one-woman performance depicting the lives of influential

		Black Women of history.
12. 4/4/95 7:00-9:00 PM	Eric Davis: "RAP 101"	- Exploration of racial issues using rap music as a medium.
13. 4/5/95 12:00-1:00 PM	GAP Theater: "The View From Here"	- Theatrical performance exploring issues of sexual harassment, sexual orientation, and discrimination.
14. 4/18/95 7:00-9:00 PM	Financial Aid	- Information about types of financial aid, how to apply, how to access financial aid.
15. 4/29/95 10:00-1:00 PM	"Adopt-A-Highway"	- Community service project to pick up litter on an adopted section of highway.
16. 5/19/95 8:00-10:00 PM	"Nunsense II"	- Field trip to view the Warehouse Theater theatrical performance.
17. 5/30/95 5:00-7:00 PM	Native American Cultural Dinner and Presentation	- Presentation by the Wapato Indian Club traditional dancers.

PROGRAM EVALUATION FORM

Please fill out this program evaluation form about the program you have just attended. Your input will definitely be used to chart the staff's progress toward our goal of providing quality programs for residents.

THANK YOU FOR ATTENDING!!

1. **Program Title** _____

2. **Program Presenter** _____

3. **Guest Speakers** _____

4. **Briefly describe the program (what was it about, what did you do, special features).**

5. **Would you recommend the program be done in the future? Why or why not?**

6. **List suggestions for future programs of this type.**

7. **Did the program present quality speakers and/or handouts? What did or didn't you like about the information or speakers?**

8. **Please evaluate:** **(bomb.....great)**

a.	program had a definite goal/purpose	1 2 3 4 5
b.	program content or speaker	1 2 3 4 5
c.	advertising effectiveness	1 2 3 4 5
d.	program's impact on you	1 2 3 4 5

9. **Additional Comments:**

Appendix C: Computer Lab Equipment, Software, and Accessories

The computer lab located in the Student Residence Center is one component of the grant program which has received continual use from students. The project staff have consulted computer technicians on the YVCC campus and carefully chosen the software and accessories which have helped create a user-friendly resource facility for students.

During the past two years since the lab was constructed, commuter and resident students have logged in over 3,500 hours of use with the equipment. Students have also found this lab to be an environment conducive to studying and have often used the lab to study for exams or conduct group study sessions.

The project staff have made an effort with this component to hire staff for the lab who are knowledgeable about the equipment and software. Lab users often have someone on site who can assist them in their quest to learn more about how to use the software and equipment. Word processing training sessions were offered to project participants, and individual assistance is continued to be provided to students who need help.

This appendix provides an overview of the hardware and software which can be found in the SRC Computer Lab.

Computer Lab

Hardware:

8 Hewitt Rand 486 DX33 computers
4 Hewitt Rand 486 SX25 computers with Single speed CD-ROM Drives
All equipped with:
-3.5" Disk Drive
- 5.25" Disk Drive
-Super VGA monitor
-Mouse and mouse pad
- 4 Mb RAM

3 Laser Jet 4 Plus printers
17 Steelcase Task 1 chairs
Study Table
Air Conditioner
Xerox 5018 model coin operated copier
(maintained by Xerox with vending revenue collected by Xerox)

Software:

MS DOS 6.2
MS Windows
MS Works 3.0 (Wordprocessor, Spreadsheet, and Database)
MS Works 2 (Wordprocessor, Spreadsheet, and Database)
WordPerfect 5.1 (Word Processor)
Quatro Pro for Windows (Spreadsheet)
Dvorak (typing instruction)
Grammatik IV (Grammar/Spelling check)

CD Software
Library of the Future, 3rd Edition
- Complete, unabridged text of over 1750 literary titles including over 3500 separate books, stories, plays, poems, religious works, historical documents, and scientific works.

Student Writing Center for Windows
- A word processor specifically for students. Creates reports, newsletters, journals, letters, and signs. Features include Bibliography Maker, Grammar Tips, Writing Tips, Title Page Maker, and password accessed Journal.

Monarch Notes for Windows
- A multimedia guide to understanding the literary classics, covering the works of 226 authors. Utilizes animation and video, photographs, narration, quotations, and pop-up examples of definitions and literary terms.

The New Grolier Multimedia Encyclopedia

- A multimedia compilation of all 21 volumes of the *Academic American Encyclopedia.* Includes 33,000 articles on a wide variety of subjects along with maps, movie footage, music, narration, and timelines.

The National Geographic Society's Book of Mammals

- A multimedia encyclopedia from the society's two volume "Book of Mammals". Includes photos, maps, statistics screens, vocalizations, and 45 full-motion movie clips from N.G.S.'s award-winning television documentaries.

Kodak CD Photo Sampler

- Contains 24 near photographic quality images. These images represent a variety of subjects contributed by professional photographers. All pictures included are winners of the annual Kodak International Newspaper Snapshot Awards. The images may be displayed, manipulated, and exported to other software applications.

<u>Upgrade Additions Currently Under Bid:</u>

12 486DX2/66 CPU chips

- This will double existing memory capacity on all computers.

12 4Mb RAM SIMMS

- This will double existing RAM memory to better utilize CD-ROM capabilities.

8 double speed CD-ROM drives

- All computers will now be CD-ROM outfitted. Four current drives are single speed. The 8 double speed drives will process CD-ROM applications quickly.

12 1 Mb video cards

- Provides optimum image resolution necessary for multimedia use.

12 Soundblaster cards

- Allows use of headphones for multimedia use.

12 Headphones

12 425 Mb Hard drives

- Along with CPU chip upgrade, this will double existing memory of all computers.

2 Microsoft mice

- Replacements.

A LIVING-LEARNING COMMUNITY

FINAL REPORT

PROJECT OVERVIEW

Yakima Valley Community College (YVCC) was established in 1928 to provide accessible education as a foundation for mutual understanding, prosperity, and a better quality of life. Over the past sixty-seven years, the institution has served over 200,000 students at the main campus, Grandview Campus, and several rural Adult Basic Education Centers. YVCC serves a geographic area spanning over 8,500 square miles and three counties. YVCC is also one of six community colleges in Washington State which provides on-campus housing for students.

Community college students face several barriers in their quest to obtain higher education. Many students lack the academic support necessary to succeed at the college level. Others face economic or social barriers which prevent them from persisting in college. Commuter students are generally attending college while working full or part-time and supporting a family. They often lack a support system that will help them reach their academic potential and often do not access the opportunities offered by the college due to time constraints. In contrast, students residing in the residence halls are often more involved in the campus community and have increased access to campus support services, but often do not take advantage of these services because they are not offered to students in a

structured environment. Both groups of students can be encouraged to reach their educational goals by becoming an active participant in the learning community.

Learning communities provide a structured environment in which students can be intellectually and socially stimulated. The proposed project, a "Living-Learning Community", was established in 1992 to create this environment with its primary goal to enhance the students' collegiate experience by providing them with a learning community in which they receive academic and emotional support.

The Living-Learning Community paired twenty commuter and twenty resident students to provide a mentor/mentee relationship. The program offered academic assistance to resident and commuter students through three essential components: educational and social programming, tutorial assistance, and computer education and assistance. During the project, commuter and resident students were successfully paired in a mentor/mentee relationship. The program eventually incorporated another venue for creating a structured environment in which students could be intellectually and socially stimulated: the opportunity to participate in the program was extended to all resident students. In doing this, a Living-Learning Community was also created within the residence halls. Establishing the community in the residence halls provided a foundation of students with which to work and designated a facility in which the project could be institutionalized.

PURPOSE

The socio-economic condition of the YVCC geograhpic service area is undesirable as it claims the lowest percent of high school education per capita and the third highest rate of public assistance caseloads in the state of Washington.

Yakima County is recognized for its large percentage of Native American, Hispanic, and migratory farm populations. Within the service area is the Yakama Indian Nation Reservation with approximately 7,000 Indian Residents and a consistently high unemployment rate. According to the Yakama Indian Nation Planning and Development Office (December, 1987), there was a 50 percent unemployment rate in the available Indian work force. Hispanics also comprise a significant portion of the "At Risk" population. Relevant data reveals reading scores below national norms, distorted numbers of discipline and behavioral referrals, and higher juvenile offender statistics than the norm.

It is evident that the problems of our district mandate a commitment to education which will affect the social and educational conditions of our students in a way that will change their participation as citizens in the future.

YVCC recognizes that the majority of the student body are students from background that might be similar to those previously described. These students are generally attending college with hopes of improving their lifestyle through obtaining an education.

Residence Hall living offers students additional

opportunities to enhance their academic careers through educational programming on relevant social issues. Students who reside in the Student Residence Center (SRC) have more opportunities to take full advantage of all the college has to offer. However, most of the residents do not take advantage of these opportunities due to their perception of a lack of a "structured" environment within the hall system.

In the proposed Living-Learning Community, an opportunity for twenty commuters and twenty residents to participate in intellectual and social activities was provided. By pairing a first-year commuter student with a second-year resident, we anticipated creating a mentor/mentee relationship between commuter and resident students and creating an environment which was intellectually stimulating and socially exciting to students during times they were not in class.

By participating in the project, students had access to additional tutorial and computer assistance. Participants attended weekly educational programs, held in the Student Residence Center, which addressed a variety of issues that fostered the growth of the student as an individual while helping students to become active citizens in society.

Tutorial assistance, computer education and training, and educational programs were the essential components through which the project objectives were addressed. The objectives of the project were:

1. To motivate commuter students to spend more of their personal time in an academic environment by providing

a second-year residence hall mentor;

2. To provide a residence center which will cater to the commuter and resident student by providing exciting academic and social activities;
3. To develop a residence center which will truly support academic studies by providing tutoring, and the necessary technical equipment;
4. To increase the access to educational programming and computer accessibility to residents residing in the Student Residence Center, but not directly participating, by including them in the educational opportunities made available by the project.

While implementing the program, some of the challenges that surfaced which could affect the overall success of the project needed to be addressed. The primary goal of the project did not alter, but the proposed target population of students and how the goals were achieved took a new direction.

The greatest challenge was keeping commuter students involved in the program. Many of the students lived 45 minutes to one hour away from campus and time spent with the program was time commuters were not able to spend with their personal responsibilities (families, home care, etc.). Despite efforts and incentives to keep commuters in the program, such as offering child care or more convenient hours for educational programs, commuters were not able to make a commitment to the program to the extent the original proposal had intended. Commuter students were still interested in the program, but

there was difficulty in attracting students who could make such a large commitment of their time. Despite a diminished response to the program, opportunities to participate in the program continued to be offered to commuter students.

The project staff also focused on the population more readily available and able to commit to the program: the resident students. The educational opportunities of the program were offered to all student residents of the Student Residence Center, not only the twenty residents identified in the original proposal. A Living-Learning Community began to form in the SRC.

The project encountered a few obstacles. One obstacle occurred during the first year of the project: changes in personnel left a gap of several months in the process of implementing the program. Attempts were made at establishing tutorial assistance and providing some educational programs, and the computer lab facility began to take shape. However, there was a lack of consistency in providing these components. At the beginning of the second-year, new personnel were hired and the program was given renewed interest and direction.

The original proposal suggested a three year project involving the recruitment of different commuter students each year of the project. The project staff which began the second year of the project spent much time away from the actual program trying to recruit all new participants and retain participants from quarter to quarter. A more realistic approach would be to recruit participants, which could have been completed the first year, but encourage a long-term commitment by the participants.

Long term commitments could have established longevity and a continuity for the program.

Because YVCC is a community college, it is anticipated that students will complete their academic programs in a timely manner and not remain for more than two to three years. However, by recruiting participants to make a long-term commitment, the project staff would be able to more readily determine if the project's goals and objectives were achieved. Meaning, did the project have an impact on the academic ability and success of the student? It is difficult to evaluate or determine the full extent of the impact of the experience on the students' performance in such a short period of time (an academic quarter or academic year).

As mentioned before, keeping commuter students active in the program was difficult. One reason was that time spent with the program was time the commuter students could not spend on personal matters. Taking this into consideration, the project staff attempted to plan educational programs and computer training sessions at times which would be more convenient to the commuters (usually during morning or afternoon instead of evening). Often commuters felt they had to make a choice between personal responsibilities and the program, and would usually choose their personal responsibilities as a priority, thus decreasing the number of consistent commuter participants.

Another difficulty encountered with the commuter students occurred in the construction of the mentor/mentee relationships. By pairing a first-year commuter student with a second-year

resident, a mentor/mentee partnership would provide both students with the sense of belonging gained from being a part of the campus community. This relationship coupled with the ability to identify with a particular campus organization would therefore contribute to an increase in persistence levels of both resident and commuter students.

Linking the two populations established partnerships among the students. However, the concept of mentoring was not well-received by the commuters. Most of the commuters in the program were 35 years old or older, and most of the residents were 18 to 21 years old. Although the second-year residents may have more knowledge of the campus community, the first-year commuters had more "life experience" and did not wholly view their younger counterparts as "mentors". In reviewing this concept, the project staff would rather have focused on creating partnerships and recognize in different situations or learning about certain issues, the resident could be the mentor, and in other circumstances, the commuter could be the mentor.

BACKGROUND AND ORIGINS

Yakima Valley Community College was established in 1928 by the state of Washington with the primary goal of providing higher education services to the people of Community College District #16. It began as a junior college and remained so until 1967 when the legislature passed the Washington Community College Act. The approximate number of full and part-time students attending YVCC each quarter is 5,500. Many of the

college's students exist on the edge of educational survival and face many barriers to accessing an education. The college has a special commitment to these students who arrive with hope but exist on the margin. These students continually meet obstacles which cause an unacceptably high drop-out rate and which inhibit the acquisition of skills, knowledge, and training necessary to survive in an increasingly complex society.

Yakima County has one of the highest rates of alcoholism and the lowest percent of persons with a high school education, 53.2 percent. Regrettably, it also had a 120 percent increase in teen suicides during 1990. Yakima County is recognized for its large percentage of Native American, Hispanic, and migratory farm populations. In the City of Toppenish alone, over 40 percent of those receiving Department of Social and Health Services (DSHS) assistance in 1991 were Native Americans.

According to the Annual Demographic Information: 1991 Service Directory Area IX report issued by the Washington State Employment Security Department, "In Yakima County, minorities accounted for almost one-third (32 percent) of the total unemployed in 1989." In addition, Yakima County has the largest concentration of Hispanic residents in the state of Washington. **Yakima County has the following characteristics:**

1. **a very high percentage of minority population, especially Hispanics;**
2. **a high unemployment rate among minority groups; and**
3. **an extremely high unemployment rate compared to the State and Nation.**

It is evident from the preceding information that the problems of our district mandate an educational commitment which will affect the social/educational conditions of our students in such a way as to change their participation as citizens in the future. In other words, help our students to orient to being a participatory citizen in an intellectual manner.

YVCC recognizes that many of our students are ethnic minorities as well as low income and holding full or part-time jobs. These students exist on the edge of the academic world of college and seldom come to campus other than for classes.

Community college commuter students are generally independent students, attending college with hopes of getting ahead through obtaining an education. These students usually study alone and at home, often lacking the academic support needed to be successful in their education. These students also miss out on the kinds of student activities which occur on a college campus related to socialization and community involvement. Residence hall students are not generally independent. There is a percentage of these students who have problems living in residence hall facilities for what they perceive is a lack of support in the academic areas and for lack of what the student considers to be a "structured" environment.

These problems are well documented by Valerie Kern and Audrey Rentz in their article, "The Residential Environment and Recidivism: Perceptions of First-Year Students," in The Journal of College and University Housing, Vol. 21, No.1, Summer, 1991. According to Kern and Rentz, students perceive that there was a

lack of structure and emotional support from the staff. Further, these students believed that academic achievement was not valued in the residence hall environment. The Living-Learning Community project would provide structure, emotional support, and strong academic support for the residence hall students.

We believe it is important to show students that academic discussions and activities can be social and at the same time provide the knowledge and skills which will support their course work and certainly reinforce what they are learning in the classroom. Also, we believe these activities will teach students about "community" and what it means to be an active citizen, within a community.

At the outset of the project, support was given within the YVCC organizational structure as well as from outside sources. The Yakima Branch of the National Association for the Advancement of Colored People (NAACP), the Hispanic Study Group, and the Scholarship Administration for the Yakama Indian Nation wrote letters to express their support for the project. The YVCC Administration supported the project as a viable option to better serve students, recognizing the potential for components of the project to be institutionalized.

PROJECT DESCRIPTION

The Living-Learning project would provide a mentor/mentee relationship between the resident and commuter students, and would create an environment which would be intellectually stimulating and socially exciting to students during times they

were not in class. This creation of a Living-Learning Community would be fostered by three essential components: educational and social programs, tutorial assistance, and computer training.

The project staff first set out to determine the feasibility and acceptance of the project with students. A survey of YVCC commuter students was conducted. Eighty enrolled students were surveyed to determine how receptive commuter students would be to the processes and activities proposed in this project. The results of the survey showed overwhelmingly that commuter students would participate in this project (96 percent) if provided access to instructors, tutors, and computers. Seventy-five percent of the students wanted exciting social, political and cultural activities offered, and would participate if those activities were offered, and 66 percent of the students would enjoy having a mentor.

The commuter and resident student selection, recruitment, and retention process for the project was completed through a variety of mediums. To determine which commuter students will participate in this project, the first-year project staff generated a list of students who registered after mid-August, 1992 with a ZIP Code outside of the immediate Yakima area. Students with 20 credits or less were also identified, and from these lists, twenty students were selected.

To determine which residents would participate, all second-year SRC residents were put on a list. Those students on the list identified as "in financial need" were contacted and asked if they would like to participate with the college (FIPSE Grant)

providing the cost of their rooms for the project year. If more than twenty students were identified, a random drawing would be conducted to select the students.

At the beginning of the second year, the project staff continued to target commuter students using previous methods as well as incorporating new ones. The original proposal specified that commuters would be selected based on their residency outside of the Yakima city limits. However, fifty-three percent of YVCC students are from the city of Yakima. The staff felt that it was necessary to draw upon this population base. The majority of the students involved in the project commute over 15 miles one way to YVCC. It is difficult for them to return to the campus for activities due to family, work, and school commitments. The Yakima area also experiences inclement weather from November through March and many participants had expressed concern about continuing their involvement throughout the winter. The staff felt that students from Yakima would be more inclined to participate due to the proximity of the campus to their homes. Commuters were also offered the opportunity to receive two hours of elective academic credit and priority registration for the following quarter for program attendance.

Another area of concern was targeting the multicultural population at YVCC. The staff also proposed to increase the number of ethnic students involved by recruiting qualified participants from the ethnic student organizations on campus.

While still having difficulty obtaining a commitment from commuter students, the beginning of the third year found

recruitment headed in yet another direction. The staff attempted to select the commuter students from incoming freshmen who registered for the "Freshman Seminar" class offered each fall quarter. Freshman Seminar is an academic class designed to improve the success of the first year student. Approximately eighteen sections of Freshman Seminar are offered and students receive transferrable college credit. Faculty are given specific guidelines as to the content of the class but are encouraged to adapt course contents to their discipline. Students enrolling in Freshman Seminar were given the opportunity to select a special section which would incorporate the principles of the Living-Learning Community. All students were to receive course credit.

As the second year of the project began, second-year residents were provided the opportunity to participate in the program as mentors, and play an active, participatory role in the programs, discussions, and evaluation processes. The students selected for the program had the opportunity to "work off" part of their housing cost while learning and applying the leadership skills that are necessary to succeed after college.

An analysis by the project staff in 1992 of the previous three years of SRC students indicated that students on financial aid totaled 33 percent of the SRC population in 1988, but only 13 percent in 1992. This told the staff that as the cost of education had risen, students in need of financial assistance could no longer afford to live in the SRC. By offering housing to 20 students, the project could assist students who might not

be able to live in the SRC and continue their education.

Keeping resident students involved and interested in the components of the project was not difficult. In realizing this, as the third year of the project began, the project staff wanted to expand the concept and opportunities of the Living-Learning Community to all residents. The result was the creation of another objective: to increase the access to educational programming and computer accessibility to residents residing in the SRC, but not directly participating in the project, by including them in the project's educational opportunities.

To determine the types of activities to be offered, the staff turned to literature (Talking Stick, the newsletter for the Association of College and University Housing, and the Journal of College and University Student Housing) and found that topics of importance to students and college staff include substance abuse, sexual assault, safety, political or social issues, and diversity. This project could produce solutions to student needs which are equally important to two and four-year student residence centers. Additionally, this project could provide vital information on format and processes which could provide rural community colleges a means of supporting their commuter students in achieving their academic goals and in becoming active citizens.

Residence hall living offers students additional opportunities to enhance their academic careers through educational programming on relevant social issues. The project draws the commuter students into that component by offering

programs that address a variety of issues which foster the growth of the student as an individual while helping students form opinions to become active citizens in society.

With the above information in mind, along with student and staff ideas and requests for specific topics, a list of specific activities, program facilitators, and timelines for each year were developed and implemented. Educational and social programs were held on a weekly basis (See Appendix B). Coordinating each of the programs entailed determining the topic, costs, guest speakers or presenters, creating informational handouts, obtaining a presentation area and necessary materials, and developing program schedules and evaluation materials.

Tutorial assistance was offered to project participants on an as needed basis. Tutors were selected from a pool of residents in the SRC, as well as from the Learning and Resource Center (LARC) on campus. Students could access tutorial assistance through the LARC and have the service paid for through the project. Because the campus-wide tutorial service has limited funds, students are not always able to access the amount of tutorial help they require. Learning Community participants were able to receive additional help because of funds identified by the project staff for additional academic support. The tutorial assistance program not only benefitted the participant, but the tutor, who was also a YVCC student.

The component which has proven to be the most beneficial to the participants is the addition of a computer lab to the SRC. The lab has twelve computers and three laser printers. Four of

the computers are equipped with CD ROM, and project staff have worked to acquire timely programs (See Appendix C), a collection of CD's, and has provided equipment and accessories to create a state of the art resource lab for students.

The lab is open or can be accessed 13 hours a day and is staffed by students knowledgeable about computer programming. Participants have had opportunities to participate in courses on word processing, spreadsheets, and other computer programs.

The YVCC campus has only one computer lab with 25 terminals which must serve a population close to 5,500 students. The facility in the SRC offers computer instruction and operational use to only resident and program participants. The addition of this facility has greatly increased the students' access to and understanding of modern technology.

EVALUATION/PROJECT RESULTS

Evaluation of the project and program components occurred on various levels including evaluations from the Washington, D.C. Program Coordinator, the onsite Project Director, and the students. The students' input was considered to be extremely valuable in determining if the project was a worthwhile experience. The students' likes, dislikes, opinions, ideas, and suggestions were taken quite seriously as educational program schedules were developed, what topics would be addressed, when computer training should be held, and what kind of tutorial assistance was needed.

At the end of each academic quarter, verbal evaluations

were given to project staff, and at the end of almost every educational program or activity, a written evaluation was given by each participant. These evaluations focused on what the student learned from the experience, and why they felt it was or was not important, and suggestions were given about how to continue or alter the program.

At the beginning of each quarter, the project staff also assessed the students' needs and tried to determine what issues were timely and important to them, what computer software would contribute to their academic success, and with which subjects they would most likely need tutorial assistance. Through needs assessment and evaluations of and by the students, the project staff was able to determine if the project was achieving its goals and objectives. Were commuter students motivated to spend more of their personal time in an academic environment by being provided a residence hall mentor? Was the project staff able to provide a residence center which offered exciting academic and social activities? Was the project staff able to establish a facility which supported academic studies? Was access to the program opportunities by all SRC residents fostered by the project staff? The project staff achieved, perhaps in differing degrees, the four objectives which were described earlier.

Through the development and implementation of the Living-Learning Community, students can continue to benefit from the positive changes taking place in the Student Residence Center. The facility has become a center that fosters academic growth. The computer lab offers the type of training and assistance

necessary for students to succeed in college. Non-residents are spending increased time in the facility utilizing the study lounges and computer lab.

The staff has created educational program schedules and files of information which can be accessed by future staff to use as a resource from which to coordinate educational programs. The SRC also had the opportunity to build the computer lab and purchase timely research materials and a variety of computer programs which will be available to and will serve students well into the future.

The concept of a Living-Learning Community can be institutionalized by creating such a community in the residence halls - a natural arena for a true "living-learning" environment. In implementing the project, opportunities to support, encourage, and contribute to the success of many YVCC students have occurred, and will continue to occur.

The continuation of the Living-Learning Community will be fostered by a desire of the SRC staff to promote academic and personal success of students. The next major step the SRC staff will take is to set a precedence for excellence and commitment to successfully grounding the project components within the residence life program. Evaluations of the educational and social activities will continue. Tutorial assistance will still be provided for SRC residents on an as needed basis, and because of limited funding, tutoring may take the direction of an "in house" assistance program (residents tutoring residents). The computer lab will continue to be available for all SRC

residents, and will continue to be staffed with knowledgeable students who can provide accurate assistance and training to other students.

SUMMARY AND CONCLUSIONS

The staff has gained valuable insight regarding student development. Continuing a Living-Learning Community in the residence halls will be easier considering the foundation which was built during the past three years.

The original proposal for the Living-Learning Community is still valid. After experiencing numerous attempts to connect all components of the project, the staff found one conclusion appearing often: at this juncture, the staff may not achieve all of it's objectives to the degree the original proposal had anticipated or expected. A suggestion for any future projects became apparent. The concept of developing mentor/mentee relationships can work, and the populations with whom a program may work are in need of this type of program. The suggestion, if a similar project were to be undertaken, would be to target one aspect of the population at a time instead of trying to incorporate more than the program or project staff could handle.

For instance, targeting the needs of a specific population and means by which a Learning Community can be created may be different for each population considered (Hispanic, Native American, older students, residence hall vs. commuter students). Therefore, a similar project could perhaps be more successful if implemented on a more specific and intensive level.

APPENDICES

Appendix A: Information for FIPSE

The project staff at YVCC is particularly grateful for all of the assistance provided by the FIPSE staff and the Department of Education. Because of the personnel difficulties experienced during the first year of the project, the future of the project came into question. The project staff for the second and third years appreciated FIPSE's (and our Project Coordinator, Mr. Charles Storey's) willingness to extend our proposal deadline for fund continuation, and were thankful for being awarded fund continuation.

Mr. Storey and the FIPSE staff were helpful in providing clear communication about the project's status, evaluation results, budget assistance, providing suggestions for improvement, and support for the project's successes.

In considering projects of similar description, one recommendation, as described in the Summary and Conclusions section, is to consider focusing on a specific population, assess the needs of that population, what will be the best direction in which to proceed to create a Living-Learning Community, and provide the student participants with role models or mentors/mentees which are more appropriate matches.

In considering this, a new project could expand and provide a supportive academic atmosphere which would contribute to those students' success and encourage them to be more persistent in

college. This could occur because the project would be tailored to directly assess and meet the needs of the particular participant group.

The residence hall setting, as noted before, can be a natural arena in which to create a true Living-Learning Community. Residence hall living provides students the opportunity to experience an academically and personally nurturing environment which is grounded in a desire to help students succeed. This captive audience can easily be afforded opportunities to have shared experiences with whom they live through educational and social activities, academic advising and assistance, and through the development of relationships as the result of day to day contact. It is anticipated the residential life program at YVCC will continue to progress toward the development of a stronger community environment.

Appendix B: Program Schedules

The following are schedules used to describe the social and educational activities offered through the Living-Learning Community. The project staff created program schedules which were the direct result of needs assessments, evaluations, recommendations from student services literature, and requests for specific topics by program participants and residence hall residents.

The program schedules note the date and time of the event, the title of the program, and a brief description of the program. Advertisements and announcements about the programs were completed one week to one month in advance. Program participants and residents of the Student Residence Center were provided the opportunity to participate in these programs. Funding for program components, such as speaker fees, admission tickets, transportation costs, and meals, was providing by the FIPSE Grant.

The project staff made a concerted to effort to acquire guest speakers who were knowledgeable about the presented topics. Many of the programs, especially the International Dinner and Cultural Presentations, which featured YVCC students as presenters, encouraged active participation in the activities. Participants were encouraged to ask and answer questions, discuss opinions and points of view, and develop communication skills with each other.

The number of participants who attended each program varied from five to fifty. The project staff was able to identify a core group of participants for the second year, however, independent circumstances produced variation in numbers. It was difficult to keep commuters involved consistently. Circumstances such as inclement weather, family or home responsibilities, or exams often influenced the decision of a commuter student to not attend a program. Because almost all of the programs were presented in the Student Residence Center, the resident students were more inclined to participate in larger numbers because of this convenience. During the third year of the project, the opportunity to participate in all Living-Learning Community activities was extended to all residence hall students. This allowed the educational opportunities to be accessed by an additional one hundred students. Because of the fluctuation in participation, more emphasis was placed on providing a quality program and focusing on those who did attend to provide them with an educational and beneficial experience.

At the end of each program, program evaluations were also provided for those participants who wanted to evaluate the program or speaker, and provide support or criticism for the activity. A copy of the evaluation form is also present with the program schedules.

"LIVING/LEARNING COMMUNITY" PROGRAM SCHEDULE
FALL 1993

	DATE/TIME	ACTIVITY	Purpose
1.	9/28/93 Tuesday 7:00-9:00pm	Program Orientation	- To explain program goals and objectives
2.	10/2/93 Saturday 10:00am-3:00pm	"Learning Community" Workshop	- Team building exercises
3.	10/5/93 Tuesday 7:00-9:00pm	Computer Lab Orientation	- Orient participants on use of computer facility and determine their knowledge of computers as well as their needs.
4.	10/9/93 Saturday 9:00am-4:00pm	Computer Training	- Provide students word processing lesson to enable them to complete coursework.
5.	10/13/93 Wednesday 11:30am-1:30pm	Political Candidate Luncheon	- Provide a forum for students to become active in the political process.
6.	10/19/93 Tuesday 7:00-9:00pm	Substance Abuse	- Explore the physiological and legal implications of substance abuse.
7.	10/26/93 Tuesday 7:00-9:00pm	Fitness and Wellness	- Identify good nutrition and physical fitness and its effects on overall health.
8.	11/2/93 Tuesday 7:00-9:00pm	Sexual Assault	- Explore the medical and legal aspects of sexual assault.
9.	11/09/93 Tuesday 5:00-8:00pm	Japanese Cultural Dinner	- Japanese dinner and presentation by YVCC International students.
10.	11/16/93 Tuesday 7:00-9:00pm	Personal Safety	- Information and education on personal safety and what citizens can do to increase safety for community.
11.	11/20/93 Saturday 9:00am-4:00pm	Computer Training - Quattro Pro	- Training in Quattro Pro spreadsheet software.
12.	11/23/93 Tuesday 7:00-9:00pm	Civil Rights Awareness	- Increase the awareness of civil rights issues in America.

DATE/TIME	ACTIVITY	Purpose
13.11/30/93 Tuesday 11:30-1:30pm	**Celebrate Teaching/Learning Luncheon**	- Luncheon honoring outstanding YVCC teachers.
14.12/2/93 Thursday 3:00-5:00pm	**Project Review**	- Determine program effectiveness and assess changes to be made.

"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
1/11/94 Tues. 6:00PM-8:00PM	Program Orientation and Dinner	Reiterate program goals and objectives, update program schedule, review progress -facilitated by project staff
1/15/94 Sat. 10:00AM-3:00PM	Team Building Workshop	Work towards building a learning community environment through team-building exercises -facilitated by Community Development Specialist
1/18/94 Tues. 6:00PM-8:00PM	African-American Cultural Dinner and Presentation	Increase awareness of students to the African- American culture -facilitated by YVCC Ebony club and Black community leaders
1/25/94 Tues. 7:00PM-9:00PM	Bafa Bafa	Create sensitivity to diverse populations and various cultures through role playing activity. -facilitated by YVCC staff
2/1/94 Tues. 7:00PM-9:00PM	Conflict Management	Address problem areas in relationships at home, school, and work. Offer creative solutions for handling different types of people. -facilitated by
2/8/93 Tues. 7:00PM-9:00PM	AIDS awareness	Educate students on the AIDS epidemic to increase awareness and teach prevention. - facilitated by Carebearers (AIDS education organization)
2/15/94 Tues. 7:00PM-9:00PM	Black History Month Program	To be announced.

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"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
2/22/94 Tues. 7:00PM-9:00PM	Mass Communication and free speech	Introduce students to the mass media and citizen's means of communication, editorials, free speech, effective communication, and ethics. -facilitated by newspaper editor, public information director, communications specialist, lawyer
3/1/94 Tues. 6:00PM-8:00PM	Native American Dinner and presentation	Increase awareness and sensitivity to the Native American culture -facilitated by Tlin Ma club and members of the Yakima Nation
3/5/94 Sat. 10:00AM-3:00PM	Understanding the Native American culture	Field trip to the Heritage Cultural Center in Toppenish to tour museum -facilitated by museum staff
3/8/94 Tues. 7:00PM-9:00PM	Understanding Disabilities	Increase awareness and sensitivity to persons with learning and physical disabilities -facilitated by disabilities counselor at CWU and YVCC Affirmative Action Coordinator
3/15/94 Tues. 7:00PM-9:00PM	Social Diversity	To present issues facing the gay and lesbian community in order to promote an understanding of their lifestyle -facilitated by Gay and Lesbian coalition at Central Wash. Univ.
3/22/94	Spring Break	No Program
3/29/94 Tues. 7:00PM-9:00PM	Time Management Training	Increase students' efficiency with time scheduling and prioritizing - facilitated by Paul Borg

"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
4/5/94 Tues. 7:00PM-9:00PM	Sexual Stereotyping "Double Vision"	To increase awareness of perceptions of the sexes and to role-play in order to help dispel the myths. This is a national program facilitated by members of Alpha Gamma Delta Sorority and Lambda Chi Alpha Fraternity -facilitated by WSU Greek system members
4/12/94 Tues. 6:00PM-9:00PM	Poverty in America	To expose students to the economic situation in America by engaging them in a community service project at a shelter or soup kitchen
4/19/94 Tues. 7:00PM-9:00PM	The Job Search	To help prepare students for the interviewing process by teaching resume writing, interviewing techniques and job search skills -facilitated by faculty from the Business Marketing and Management Program
4/26/94 Tues. 7:00PM-9:00PM	Cultural Diversity "Blue Eyes/Brown Eyes"	To expose students to race relations by examining racial stereotypes through an organized activity -facilitated by project staff
5/5/94 Thurs. 5:00PM-9:00PM	Cinco de Mayo Celebration	Increase sensitivity and respect for the Hispanic culture by participating in a Hispanic cultural celebration in Sunnyside, WA. -fieldtrip
5/10/94 Tues. 6:00PM-8:00PM	Hispanic Cultural Dinner and Presentation	Opportunity to enjoy ethnic foods and discussion on Hispanic culture and traditions -facilitated by MECHA club members

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"Living/Learning Community"
Program Schedule 1994

DATE/TIME	ACTIVITY	PURPOSE
5/17/94 Tues. 8:00PM	Classical Music Concert Todd Palmer, Clarinetist	To expose students who may not have the opportunity to enjoy artistic performances offered on campus. We will sponsor students to attend this concert followed by a discussion with the artist
5/24/94 Tues. 7:00PM-9:00PM	Sexism and Equity	Educate students in order to reduce sexism and discrimination in society -facilitated by Women's Program Coordinator, Attorney General, Affirmative Action Officer
5/31/94 Tues. 7:00PM-9:00PM	Project Review and Final Evaluation	Determine how effective learning community program has been in the overall educational experience of the participants -facilitated by project staff

		Black Women of history.
12. 4/4/95 7:00-9:00 PM	Eric Davis: "RAP 101"	- Exploration of racial issues using rap music as a medium.
13. 4/5/95 12:00-1:00 PM	GAP Theater: "The View From Here"	- Theatrical performance exploring issues of sexual harassment, sexual orientation, and discrimination.
14. 4/18/95 7:00-9:00 PM	Financial Aid	- Information about types of financial aid, how to apply, how to access financial aid.
15. 4/29/95 10:00-1:00 PM	"Adopt-A-Highway"	- Community service project to pick up litter on an adopted section of highway.
16. 5/19/95 8:00-10:00 PM	"Nunsense II"	- Field trip to view the Warehouse Theater theatrical performance.
17. 5/30/95 5:00-7:00 PM	Native American Cultural Dinner and Presentation	- Presentation by the Wapato Indian Club traditional dancers.

"A LIVING-LEARNING COMMUNITY"
PROGRAM SCHEDULE 1994-95

DATE/TIME	ACTIVITY	PURPOSE
1. 10/18/94 7:00-9:00 PM	Alcohol Awareness	- To explore prevention of alcohol abuse; facilitated by BACCHUS.
2. 10/20/94 7:00-9:00 PM	CPR Training	- Training in the performance of CPR, Heimlich Maneuver; facilitated by school nurse.
3. 11/1/94 7:00-9:00 PM	"Choices"	- Explore topics such as safer sex, sexually transmitted diseases, and relationships.
4. 11/8/94 7:00-10:00 PM	Self-Defense	- Provides students with hands on training regarding personal safety.
5. 11/15/94 7:00-9:00 PM	HIV/AIDS	- Information and education about HIV/AIDS, safer sex.
6. 11/22/94 6:00-9:00 PM	International Cultural Dinner	- Dinner and presentation by YVCC International Students.
7. 2/14/95 7:00-9:00 PM	Fitness and Wellness	- Information about personal workout regimes, healthy eating habits.
8. 2/18/95 10:00-1:00 PM	Yakama Nation Cultural Center and Mural Tour	- Field trip to Heritage Cultural Center in Toppenish, WA; tour of murals depicting the history of the Yakima Valley.
9. 2/21/95 7:00-9:00 PM	Self-Defense II	-Continuation of self-defense program to raise personal safety awareness.
10. 2/23/95 8:00-10:30 PM	"The Odd Couple"	- Field trip to view the Warehouse Theater's performance of this play.
11. 4/3/95 8:00-10:00 PM	Adeila Barnes: "I Am That I Am: Woman Black"	- A one-woman performance depicting the lives of influential

Appendix C: Computer Lab Equipment, Software, and Accessories

The computer lab located in the Student Residence Center is one component of the grant program which has received continual use from students. The project staff have consulted computer technicians on the YVCC campus and carefully chosen the software and accessories which have helped create a user-friendly resource facility for students.

During the past two years since the lab was constructed, commuter and resident students have logged in over 3,500 hours of use with the equipment. Students have also found this lab to be an environment conducive to studying and have often used the lab to study for exams or conduct group study sessions.

The project staff have made an effort with this component to hire staff for the lab who are knowledgeable about the equipment and software. Lab users often have someone on site who can assist them in their quest to learn more about how to use the software and equipment. Word processing training sessions were offered to project participants, and individual assistance is continued to be provided to students who need help.

This appendix provides an overview of the hardware and software which can be found in the SRC Computer Lab.

PROGRAM EVALUATION FORM

Please fill out this program evaluation form about the program you have just attended. Your input will definitely be used to chart the staff's progress toward our goal of providing quality programs for residents.

THANK YOU FOR ATTENDING!!

1. **Program Title** _____

2. **Program Presenter** _____

3. **Guest Speakers** _____

4. **Briefly describe the program (what was it about, what did you do, special features).**

5. **Would you recommend the program be done in the future? Why or why not?**

6. **List suggestions for future programs of this type.**

7. **Did the program present quality speakers and/or handouts? What did or didn't you like about the information or speakers?**

8. **Please evaluate:** **(bomb.....great)**

a.	program had a definite goal/purpose	1 2 3 4 5
b.	program content or speaker	1 2 3 4 5
c.	advertising effectiveness	1 2 3 4 5
d.	program's impact on you	1 2 3 4 5

9. **Additional Comments:**

The New Grolier Multimedia Encyclopedia

- A multimedia compilation of all 21 volumes of the *Academic American Encyclopedia.* Includes 33,000 articles on a wide variety of subjects along with maps, movie footage, music, narration, and timelines.

The National Geographic Society's Book of Mammals

- A multimedia encyclopedia from the society's two volume "Book of Mammals". Includes photos, maps, statistics screens, vocalizations, and 45 full-motion movie clips from N.G.S.'s award-winning television documentaries.

Kodak CD Photo Sampler

- Contains 24 near photographic quality images. These images represent a variety of subjects contributed by professional photographers. All pictures included are winners of the annual Kodak International Newspaper Snapshot Awards. The images may be displayed, manipulated, and exported to other software applications.

<u>Upgrade Additions Currently Under Bid:</u>

12 486DX2/66 CPU chips

- This will double existing memory capacity on all computers.

12 4Mb RAM SIMMS

- This will double existing RAM memory to better utilize CD-ROM capabilities.

8 double speed CD-ROM drives

- All computers will now be CD-ROM outfitted. Four current drives are single speed. The 8 double speed drives will process CD-ROM applications quickly.

12 1 Mb video cards

- Provides optimum image resolution necessary for multimedia use.

12 Soundblaster cards

- Allows use of headphones for multimedia use.

12 Headphones

12 425 Mb Hard drives

- Along with CPU chip upgrade, this will double existing memory of all computers.

2 Microsoft mice

- Replacements.

Computer Lab

Hardware:

8 Hewitt Rand 486 DX33 computers
4 Hewitt Rand 486 SX25 computers with Single speed CD-ROM Drives
All equipped with:
-3.5" Disk Drive
- 5.25" Disk Drive
-Super VGA monitor
-Mouse and mouse pad
- 4 Mb RAM

3 Laser Jet 4 Plus printers
17 Steelcase Task 1 chairs
Study Table
Air Conditioner
Xerox 5018 model coin operated copier
(maintained by Xerox with vending revenue collected by Xerox)

Software:

MS DOS 6.2
MS Windows
MS Works 3.0 (Wordprocessor, Spreadsheet, and Database)
MS Works 2 (Wordprocessor, Spreadsheet, and Database)
WordPerfect 5.1 (Word Processor)
Quatro Pro for Windows (Spreadsheet)
Dvorak (typing instruction)
Grammatik IV (Grammar/Spelling check)

CD Software
Library of the Future, 3rd Edition
- Complete, unabridged text of over 1750 literary titles including over 3500 separate books, stories, plays, poems, religious works, historical documents, and scientific works.

Student Writing Center for Windows
- A word processor specifically for students. Creates reports, newsletters, journals, letters, and signs. Features include Bibliography Maker, Grammar Tips, Writing Tips, Title Page Maker, and password accessed Journal.

Monarch Notes for Windows
- A multimedia guide to understanding the literary classics, covering the works of 226 authors. Utilizes animation and video, photographs, narration, quotations, and pop-up examples of definitions and literary terms.

Yakima Valley Community College

Director for Student Life

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November 28, 1995

Ms. Dora Marcus
Evaluation Specialist
FIPSE Final Reports
U.S. Department of Education
7th & D Streets, S.W., Room 3100
Washington, D.C. 20202-5175

Dear Ms. Marcus:

Enclosed is our FIPSE Final Report with the following contents:

I. Cover Sheet

II. Executive Summary (with Appendices)

III. Final Report (with Appendices)

Sincerely,

Rich Tucker
Project Director

BEST COPY AVAILABLE

Grandview Campus
500 West Main
Grandview, WA 98930-1284
Ph (509) 882-3018
FAX (509) 882-2791

Ellensburg Learning Center
401 Mountain View
Ellensburg, WA 98926
Ph (509) 925-4011

Sunnyside Learning Center
2201 East Edison, #2
Sunnyside, WA 98944
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Toppenish Learning Center
516 West First
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